

C
Inputs
v. 7:8

I, No. 8

SEPTEMBER, 1909

INDIANA UNIVERSITY BULLETIN



History Teaching in the High School

A Report on a Questionnaire sent out
by the Department of History and the
School of Education of Indiana University

Entered as second-class matter May 16, 1908, at the postoffice at Bloomington, Indiana,
under act of Congress of July 16, 1894

Contents

| | | |
|------|---|----|
| I. | INTRODUCTION..... | 3 |
| | Origin and Scope of the Inquiry..... | 3 |
| | List of the Questions..... | 4 |
| II. | ANALYSIS AND SUMMARY OF REPLIES..... | 6 |
| 1. | Course of Study..... | 6 |
| 2. | Collateral Reading..... | 8 |
| 3. | The Note Book..... | 12 |
| 4. | Written Reports..... | 17 |
| 5. | Use of Sources..... | 20 |
| 6. | Correlation with Other Subjects..... | 22 |
| 7. | Chronological Outlines and Charts..... | 26 |
| 8. | Preparation of Maps..... | 29 |
| 9. | Use of Historical Fiction..... | 33 |
| 10. | Teaching Ethics in History Work..... | 34 |
| 11. | Special Devices in Civics Teaching..... | 36 |
| 12. | Helpful Suggestions Added..... | 37 |
| III. | CONCLUSIONS AND SUGGESTIONS..... | 40 |
| IV. | APPENDIX—TABULATION OF COURSES IN HISTORY AND CIVICS..... | 46 |
| A. | Indiana High Schools..... | 46 |
| B. | Wisconsin High Schools..... | 49 |
| C. | High Schools Outside Indiana and Wisconsin..... | 50 |

INDIANA UNIVERSITY BULLETIN

VOL. VII BLOOMINGTON, IND., SEPTEMBER, 1909

NO. 8

Entered as second-class matter May 16, 1908, at the postoffice at Bloomington, Indiana, under the Act of July 16, 1894. Published from the University office, Bloomington, Indiana, semi-monthly April, May, and June, and monthly January, February, March, July, September, and November.

History Teaching in the High School*

I. INTRODUCTION

Origin and Scope of the Inquiry. This bulletin is the outgrowth of a questionnaire on the methods of teaching History and Civics in the High Schools, which was sent out by the Department of History, and the School of Education, of Indiana University, in the Spring of 1909. About 300 copies of the questionnaire were sent out, mainly to teachers in the high schools of the Middle West, though Eastern schools and those of the Far West were not entirely overlooked. The endeavor was to draw upon the practice and experience of teachers in every type of high school, and under all sorts of conditions—in township high schools, in town and city high schools, in central and suburban high schools of the larger cities, in commercial high schools, in manual training high schools, in classical high schools, and in the separate high schools

* Prepared by Oscar H. Williams, Critic Teacher in History in the School of Education, in collaboration with Samuel B. Harding, Professor of European History, in Indiana University. Either of the authors will be very glad to receive additional suggestions, or criticisms, along the lines of the report.

for boys and girls. In the main, the inquiries were sent to teachers and schools which were understood to be doing good work in history, though no attempt was made to include in the list all good schools and teachers. The inquiry was conducted on qualitative rather than quantitative lines, and no claim for statistical completeness is made for this report.

Of the questionnaires sent out, 143 were returned, in most cases filled out with a care and thoroughness which indicated a gratifying interest in the inquiry, and for which the authors of this report wish to express their hearty thanks. Eighty-three replies were received from 77 Indiana high schools, the remaining 60 coming from teachers principally in the states of Ohio, Illinois, Iowa, Michigan, Wisconsin, Minnesota, South Dakota, and Nebraska. Two or three replies each were received from large high schools in New England, New York, and Pennsylvania; and from California and Colorado came one each. In the tabulation of history courses, contained in the appendix to this report, is given a full list of the schools replying to this inquiry.

List of the Questions. The endeavor was made to secure information as to the best methods in actual use, with statements as to results obtained. The list of questions was as follows:

1. Please state your course of study in History and Civics, specifying required and elective work. If your course is printed, a copy of this will serve.

2. Do you require collateral reading? What amounts? Of what character? By what methods do you test it?

3. Do you require the use of a permanent note-book? What do you require to be entered in it? Please give any suggestions you have found helpful.

4. Do you require written reports? How often, and of what character?

5. Do you use source material? To what extent, and in what manner?

6. Do you attempt to correlate the history teaching with the work in literature and language (classical and modern)? By what methods?

7. What special devices (if any) do you use to aid in locating and correlating events in *time*? Do you require the preparation of chronological outlines or charts? If so, of what character?

8. How do you manage the preparation of maps? Do you use prepared outlines, or do the pupils draw (or trace) the outlines? What kind of data is entered (other than that furnished by the printed maps)?

9. What use, if any, do you make of historical fiction?

10. Do you make conscious effort to teach ethics in history work?

11. What special devices do you use to secure concreteness in the teaching of civics?

12. Please append any suggestions you have found helpful.

In the analysis and summary of the replies which follow, the order of the above list is adhered to.

II. ANALYSIS AND SUMMARY OF REPLIES

1. **Course of Study.** Question: "Please state your course of study, specifying required and elective work."

A striking uniformity in history courses is observable, the prevailing type being that of the four blocks or periods recommended by the Committee of Seven,* or a three-block (three years') modification of that course. Of the 137 high schools reporting, 32 offer four years, 15 offer three and a half years, 83 offer three years, 4 offer two and a half years, 1 offers two years, and 2 fail to state their courses.

A greater diversity appears in the amount of work required for graduation. Of the 32 schools offering four years' work, 2 require no history, 9 require one year, 2 one and a half years, 5 two years, 2 two and a half years, 6 three years, and 6 require all four years. Of the 83 schools offering three years, 1 school requires no history, 5 require one year, 18 require two years, 3 require two and a half years, and 56 require all three years.

An examination of the content of the courses reveals a corresponding uniformity, the influence of the report of the Committee of Seven again being evident. In nearly all courses reported, the work begins with a year of Ancient history, with or without Oriental connections, followed by a year of Mediaeval and Modern (sometimes termed Modern) history, a year of English history, and culminating in a year of American history and Civics, if four years are offered. If the course consists of only three years, English history is usually omitted, or taught

* 'The Study of History in Schools. Report to the American Historical Association by the Committee of Seven.' New York. The Macmillan Company, 1899.

in connection with Mediaeval and Modern history. A few schools offering three years prefer to give English history in place of Modern history, in the last half of the second year of the course*; that is, general European history from the standpoint of the Continent is followed to the beginning of the Sixteenth century, after which English history, with Continental history merely incidental, is given. Three high schools offer the one year of general history so strongly condemned by the Committee of Ten and the Committee of Seven. In two of these, the subject is offered as an elective study in the Sophomore, Junior or Senior year, to accommodate students who have had no history work thus far, thus serving to supplement liberal elective courses in history. In the third school, it is required in the scientific and commercial courses, where no European or Ancient history is offered.

A tendency toward extension and enrichment of history courses, by adding other branches of the social sciences, is noted in a few cases. The Joliet (Ill.) Township High School offers Economics, Industrial History, and Business Law in one or another of its several courses, in addition to its standard history work. Another school in the same State offers Economics and Commercial Geography, and still another offers a half year of Illinois history. Three of 24 Wisconsin high schools among those reporting offer Political Economy, generally as an elective study. Additional subjects are usually given as advanced elective studies in the Senior year.

Civics is almost universally offered. Only 15 schools out of the 137 report no Civics in the course. It is usually

* See Appendix B, Tabulation of Courses in Wisconsin High Schools. Another combination finds some favor, viz., to offer a half year elective in English history in addition to the standard course of three years' required work.

taught in the year's work which includes American history. The favored plan among the schools reporting is to teach Civics and American history as one course; but sometimes Civics is given separate treatment in the last half of the Senior year (after American history). The method in common use is to treat the federal government as a part of the history of the national period (*e.g.* the general plan of the Federal system is studied in connection with the Constitutional Convention, and its evolution followed through later political history), leaving local government and special problems for separate treatment at the end of the course.

Owing to the fact that many students leave school before beginning the Senior year, a few schools offer Civics in the Freshman year, with the aim of reaching more students in this valuable work.

2. **Collateral Reading.** Question: "Do you require collateral reading? What amounts? Of what character? By what methods do you test it?"

Upon this and the remaining questions the practice of individual teachers was sought, rather than the custom or policy of schools. In some cases, two or three teachers in the same school were requested to give the results of their experience. In all, as has before been stated, 143 replies were received. Of these, only 3 teachers "do not require" collateral reading in any history work. Practically every teacher reporting, therefore, requires some reading outside the text-book. The requirements differ widely among teachers, both in amount and in character, depending somewhat upon the reading material at hand. The more usual practice is to require of beginning pupils a few pages each day in some simple account, the amount increasing and the quality including more abstract and

difficult selections with advanced classes. "Five pages a day for the first year, and ten pages for other years;" "amount varies with maturity of class,—with advanced classes it would perhaps equal 50 per cent. of the amount covered in the text;" "the first year reading is brief, concrete, and definite in character; this is gradually increased in intensity;" "very little is required in Greek history; we aim to have the Roman history students do from 4 to 8 pages a day, depending on the length of assignment; in modern, the minimum is 10 pages a day." These are replies showing the manner of varying the requirements. The standard of 10 pages a day, or 900 pages a term, reported by the last teacher above, seems rather high for all except perhaps Senior classes. The reading habit is just being formed and, in the words of a teacher, "reading should be intensive rather than extensive."

Many teachers have no set amount of reading, preferring to allow the requirements of the subject and the tastes of individual pupils to determine this, in all cases. One teacher uses the following plan in American history: "Exact references are placed on the blackboard, and a lesson outline by topics is also placed upon the board. No definite requirement is made as to the amount of reading to be done by any pupil. He must be fully prepared to recite at any time upon any topic of the lesson. He is required, however, to keep a record, by author and chapter (or by pages or topics); and this record is filed at the end of each week in a card index. A small amount of credit may or may not be given for an extra amount of research."

Some teachers report in favor of having definite and regular hours set apart for reading. One teacher requires, in the Ancient and the Mediaeval and Modern

classes, one period of forty minutes each day, and in American history two periods a day, for outside reading. This almost necessarily involves the use of a reading room where all collateral material is gathered, and a definite program for study. Shortridge High School, Indianapolis, has such a "reference reading room." It is fitted with tables, lockers, and cases for books, devoted exclusively to history work; and is in constant charge of an assistant who gives all her time to aiding and directing pupils in their reading. History pupils in all courses are required to spend a definite number of periods a week in this "reference room," looking up assigned topics, constructing maps, or doing general collateral reading.

Teachers appreciate the importance of giving definite reading assignments, especially to beginning classes. "Reading is assigned on one or more special topics, and the assignment is definite as to volume and page." "Important topics in each assignment are made the subjects for collateral reading. The topics, with reference to the same, are assigned by the teacher." One teacher secures good results by giving her pupils a syllabus of the work, based upon collateral references as much as upon the text. Pupils are held responsible for everything in the syllabus in daily recitation. Another teacher has adapted to her classes the New England History Teacher's Syllabus,* using the topics and references therein for individual guidance in collateral reading.

The character of the collateral reading required by teachers was set forth in the replies with some degree of

* 'A History Syllabus for Secondary Schools....By a Special Committee of the New England History Teachers' Association.' D. C. Heath & Co., Boston, 1907. This outlines the four years' course in history according to the blocks or periods recommended by the Committee of Seven, and gives collateral references.

fulness. Most require, in general, reading of "standard secondary authorities"; and many require, in addition, reading from the sources. Some favor having pupils read in other texts on a par with the pupils' own; others do not accept such as legitimate reference material. One teacher classifies his collateral materials as follows: "(a) Texts for comparative statements, (b) more extensive works for broader knowledge, (c) occasional source readings." Another reports best results when reading of four kinds was indicated: "(a) The best account of the topic under consideration to be found in some text besides the one in use; (b) selected passages from larger histories on special topics assigned by very definite references; (c) selections from the sources; (d) occasional bits of fiction or poetry illustrating our work." The same teacher recommends 'Ancient Classics for English Readers'* as convenient source manuals in Greek and Roman history. Extended reading of biography is required in Mediaeval and Modern and in American history, and fuller use of source material is reported in these fields than in others. Magazine articles and daily papers are used extensively in Civics classes.

Nearly every teacher replying uses some means of testing the reading done by the pupil. Oral and written reports based upon the reading; quizzing or questioning in class; written tests at unappointed times; reading-notes and digests; and formal report by slips, are the methods most favored, in the order named. Where library facilities are limited, it may be suggested, in passing, that the plan of assigning topics to individual pupils for reading and report in class, seems most satisfactory.

*Selections from the Iliad, Herodotus, Thucydides, Livy, etc., in translation, 28 numbers in the series. Edited by W. Lucas Collins.

Indeed, the oral report is a favored means of elaborating history topics, and has the double advantage of securing both individual effort and class illumination. Material not accessible to the class as a whole may thus be brought in by individual pupils and placed at the command of the class. Care ought to be taken not to place the burden of this work upon the bright or the willing pupil only, or the pupil of ready speech. The slow and the timid pupil, even the pupil who "doesn't like history," may be won to an appreciation of the value of individual work, and even a taste for history, by having opportunity given him to contribute his share to the results of the class.

A most satisfactory method of reporting and testing the collateral reading (though not the one in most common use) was the requiring of careful notes and digests;—sometimes quoted extracts, again a synopsis, an outline, a paraphrase, a summary of the gist of the selection in a sentence or two. These reading notes were reported as of greatest value when entered in the permanent note-book under the title, author, and page of book, with appropriate headings, and carefully edited and indexed for future reference.

The plan of reporting by slips is a convenient device for showing at a glance the scope and trend of the pupil's reading; but it is thought not so valuable as other means, for it does not test the pupil's comprehension of what he reads. Some forms of slips, however, seek to avoid this difficulty by requiring an expression from the pupil as to the essence of his reading.

3. **The Note-Book.** Question: "Do you require the use of a permanent note-book? What do you require to be entered in it? Please give any suggestions you have found helpful."

Of the 143 teachers reporting, 118 say they require pupils to keep a permanent note-book in some or all of the history courses; 15 do not require it, or leave it to the choice of the pupil; 4 have abandoned its use after having required it; 2 make very little if any use of it; and the remaining 4 fail to reply to this question.

Reasons for not requiring the note-book are usually unstated. One teacher suggests that "note-books form careless habits in students, unless vigilantly watched by the teacher." A Nebraska teacher puts it thus: "We do not require them, simply because the great majority of university graduates with whom I have talked admit that the facts in the note-books are accepted by student and professor as a substitute for a knowledge of history." Another teacher finds note-book work is overdone in the high school: "Pupils in the second and third year have all the note-book work they can do. Here, note-books are required in Physics, Botany and Chemistry; and that is burden enough. I don't see any good in keeping a note-book in History." Reasons for having abandoned their use after trial are interesting. A high school principal and teacher of history, in South Dakota, writes that results of such work have always proved unsatisfactory. A Chicago teacher of wide experience writes in this connection: "We have done this, but with our limited time and unlimited numbers, we now find it impractical. Pupils hate it, and it becomes a great load both to them and to the teacher. The same result can be obtained by requiring from time to time a single sheet of note-book work. The sheets can be put together afterwards. . . . The trouble is, this work requires constant following up. Pupils lag because they are overworked, and the result is that the work drops of its own weight. For the ambi-

tious individual pupil who wants to learn history, we would recommend the note-book; but never for the high school teacher who has 200 or 250 pupils in history. It would then be killing work, in any valuable form." In a word, say the objectors, the results obtained are not commensurate with the effort expended.

The preponderance of practice, however, is decidedly in favor of some sort of permanent note-keeping in history. Two teachers reporting recommend two separate note-books—the one, a daily class note-book for lesson assignments and points developed in recitation; the other, a permanent exercise book for all written work done outside the recitation. The daily class note-book, at the end of the term, contains a continuous and logical outline or syllabus of the course. This may be used at any time as a basis for review or subsequent reference. It contains, moreover, the valuable data presented by teacher or pupils, or developed together from day to day.

As to exercises entered in permanent notes, teachers report the following: digests or abstracts of reading; outlines of period or topic; maps and chronological outlines or charts; notes on other pupils' reports in class; text analyses; special dictations by teacher; summaries of periods; classified historical data; pictures and edited clippings; biographical sketches; special tabulations; source extracts; themes on historic movements or institutions; reference lists; comparative statements; and important deductions. One teacher classifies note-book entries as follows: "Records of all assigned references; daily record of references read, *i.e.*, author, title, pages, *concise statement of subject* of pages read; individual reports; special tabulations, outlines, etc., that may be required or suggested; quotations and synopses of readings

that appeal especially to the pupil; maps, illustrations." A teacher in the Charlestown, Mass., high school, writes: "We follow the text-book work by topical outlines in the note-books, made by the pupils. Occasionally, the teacher gives one of her own, for variety and instruction in making them. We also make block outlines, graphs, diagrams, outlines, and maps; collect clippings, pictures, and diagrams from papers and magazines." Another, who teaches three classes in history and three in English in a township high school, finds time to "require a note-book of all pupils. In it are placed maps, outlines of movements (*e.g.* Peloponnesian war, Crusades, Reformation, etc.), tables of important dates, dynastic chronologies, tabulations of data (in Civics), notes on readings (with index), and a list of all reference books accessible." Of the class in Civics she requires also "a scrap-book of newspaper clippings illustrating clauses of the Constitution, or the working of the various branches of local or national government."

"Outlines" stand second in preference for note-book exercise. These, whether outlines of text-book, of a historical period or movement, or of collateral reading, serve a useful purpose both in analysis and synthesis of a subject, or in "clinching" a set of relationships; but it is pointed out that they tend to degenerate into mere formalism. In the words of one teacher, "Too much mechanical outlining is bad." Another says: "We do not tolerate the superficial outlines of the text-book, etc., that pupils make *as they read*. Such outlines as appear in the permanent note-books are to show *results of study*." Still another suggests, "Outlines should not be simply topical or skeleton, but should also include definitions, and statements of facts, with summaries." Another has the pupils

work out their outlines (using class work and text as a basis) on certain topics, such as, Papacy, Crusades, Feudalism. A class period is frequently used for this work, the teacher giving individual supervision and suggestion. "It is of little value," says this teacher, "to place before the pupils outlines ready-made, or copied from syllabi."

A valuable note-book exercise, it may be suggested, is the "summary" of a period. This is synthetic in nature, and should follow the analytic process of class instruction. An Eastern teacher requires "summaries of chapters, made sometimes by the teacher, sometimes by the pupil and examined by the teacher. These summaries serve as review topics; and each term a term-summary is required. Some of these summaries are used as tests of the pupil's ability to get at the heart of the business, with the book before him."

Still another helpful exercise is the systematic classification of historical data under appropriate headings, chronologically arranged. Thus, one teacher has pupils "set apart a place in the note-book for the important tariff acts in their chronological order, with the thought that at the close of the year the history of the tariff has been investigated," to some extent. This plan may be applied to Slavery, States-rights, Territorial Accessions, etc. Copying verbatim source extracts, to confirm or disprove the text, is recommended in two or three replies.

Some teachers find that pupils copy notes from other note-books. To prevent this, and to secure promptness in writing all note-book work, one teacher requires all permanent note-book exercises to be handed in on loose leaves, the next day. These are checked up at a glance, and returned to the pupils for filing in the permanent note-books.

A number of teachers require systematic arrangement and classification of notes, and the use of accessory helps, such as tables of contents, indexes, marginal topics, etc. For example, one teacher requires "on the left-hand side of the page, a margin of two inches for a topical analysis of notes, done in red ink." Numerous advantages are gained by the use of these devices. "Having pupils keep a table of contents, enables the teacher to see at a glance the amount of work done," says one. Says another, "It has seemed to me that pupils learn much of systematic arrangement under our direction in this work, and especially of the power of discriminating between the important and the unimportant, between general statements and concrete illustrations of those facts, to say nothing of drill in neatness." The same teacher believes that even more could be gained if time were allowed the teachers for conference with individual pupils on the subject.

Many teachers seek originality and spontaneity in note-book work, beyond requiring that the note-book be "a coherent whole" and contain certain things. One teacher has her higher classes "enter reports on outside readings *in various forms, i.e.,* outlines, synopses, notes, criticisms, written topics, notes and references for oral topics, diagrams, etc." "We aim," she adds, "to give the child opportunity for independent and original work, especially in the last two years." Another secures individuality of effort by having pupils paste in clippings which are related to any subject discussed in class, with comments of their own accompanying each.

4. **Written Reports.** Question: "Do you require written reports? How often and of what character?"

Of the 143 teachers reporting, all but 21 state that they

require some kind of written reports. Of the 21 teachers not requiring such work, 11 have not required them in any form, 6 require none beyond note-book exercises, 2 have previously required but have discontinued their use, and 2 fail to state their method. Distinction is not always made in the replies between the written reports and work written up in note-books. The former is the work of an individual, upon a subject suited to his interests and related to the work of the term, and represents the special contribution of that pupil to the work of the class; the latter is a class exercise, upon a common topic, requiring less extended treatment. The special report may, of course, be appended to the permanent note-book.

Reasons assigned for not requiring, or for discontinuing, written reports include lack of time, necessity for meeting college entrance requirements in other subjects, substitution of written examinations, or use of written class exercises in their place. An experienced teacher in Manual Training High School, Indianapolis, "used to require written reports; but I have not recently, as I found that good reports were frequently made on subjects the 'reporter' knew nothing about. He had simply abridged what he had read without making the matter his own." A Wisconsin teacher meets this difficulty by the following plan: "The pupils select their subject from a list (furnished by the teacher), make an outline, and submit it to the teacher after they have done their reading; when the report is written, it is submitted with the outline for correction. Then, with the outline on the board, the pupil stands before the class, without notes, and talks to the class. A list of authors consulted heads the report in the note-book, and marginal references to authorities are given to aid the teacher in checking up individual work."

The common practice among teachers replying is to require of each pupil at least one extended report a semester, written up from all available authorities, with footnotes, marginal references, and appended bibliography. The authorities are mainly secondary, though some use is made of sources. Many require of each pupil, in addition, two or three less extended reports during a term. The obvious difficulty consists in properly directing such work. Pupils find it easy to copy whole pages from encyclopedia articles and insert them bodily, without even the courtesy of quotation marks. Specific instructions as to gathering data, citing authorities in margin or footnote, giving exact quotations in certain cases, and the substance in the pupil's own language in others, go a long way toward a solution of the difficulty.

The selection and assignment of a subject suited to the pupil's ability and interests is a vital problem. Simple concrete subjects (mostly biographical, with emphasis upon the work and character of the man) for beginning pupils; more comprehensive themes (institutions and historical movements, with a study of their influence) later,—usually, but not always, allowing pupils choice of a subject from a designated list,—are the plans generally recommended. Sometimes the subject may be accompanied by a question or stated problem, which requires a personal estimate or expression on the part of the pupil. The following are examples submitted by one teacher: “(a) Comparison of the Walker tariff with the present tariff, with data on as many different articles as possible. (b) What was meant by ‘Oregon’ in 1845, 1847, 1860? (c) If one had been opposed to slavery extension in 1844, how would he have voted?” It is sometimes well to assign topics which may be illustrated by models, drawings,

diagrams, plans, etc. For example, in the Bloomington (Indiana) high school, a pupil prepared a report on Roman siege engines, and brought into class on report day models of the ballista, catapult, battering-ram, and siege-tower used by the Romans. These he operated in the course of his talk, hurling stones and arrows the full length of the school-room, and showing the method of making a breach in a city wall. Most of his data was obtained from Caesar's 'Gallic War,' and from drawings in Payne-Gallwey's 'Projectile-throwing Engines of the Ancients.'

Just how to make the reports most helpful to the class, receives some attention. Many require pupils to take notes while the report is being given in class, these to be entered in the "special report" section of the permanent note-book. In one instance, some pupil is called upon to give an abstract of the report on the following day.

Nearly every teacher replying favors having more frequent, but less extended, oral reports, given by individual pupils before the class. Topics closely related to the lesson are assigned the preceding day; these are worked up from accepted authorities, and given before the class, with or without notes, subject always to questions by teacher and pupils. This is a valuable exercise in oral expression, trains in research and organization of material, and supplements and enriches the daily class work.

5. **Use of Sources.** Question: "Do you use source material? To what extent, and in what manner?"

Only 13 out of the 143 teachers reporting make any considerable use of the sources; 91 use sources "sparingly," or "to a limited extent," or "occasionally;" 11 say they use them as much as time and available material permit; 18 do not use them at all; and the remainder fail to

make reply. Extended use is mostly in the field of American history. In other fields, use of sources is confined to collateral reference or illustrative work.

The replies indicate that many teachers are struggling with the problem in an indefinite sort of way. They have an appreciation of the importance of the sources, but are entirely at sea as to the method of using them to advantage. Lack of material, immaturity of high school pupils, want of time, are reasons urged for not employing the sources. Intensive study in class (dropping the text for a time), reading sources as basis for written reports, analyses of documents in notes, are usual methods in the more serious use of this material. But by far the greater number of teachers attempt nothing more pretentious with the sources than an occasional reference, a brief reading in class by the teacher for illustrative purposes, collateral reading by pupils (with transcripts, or analyses or "briefs," in the notes), or a concise oral report upon important documents. A systematic and intensive study of sources is rare. A Wisconsin teacher replies: "In the earlier courses, source material is used as any other reference work, but in American history the sources are compared and criticised and frequently used for checking up secondary material." One teacher says: "I read a selection to the class, ask them to take notes, and take part of the next day to re-read the source, and use it as a basis for recitation. I have tried to assign several sources to classes and ask them to compare opinions of different sources, or to 'write a history' with the sources as material." Another uses them "just enough to have pupils see and know the real thing." Another says they are "used to get the spirit of the times, and enlarge the vision of the pupil."

As to the character of the sources used, reference is most frequently made to the source-books, of the type of Ogg's, Fling's, Robinson's, and Munro's. One teacher who does serious work in this line reports: "In Greek history, we use some source extracts from Herodotus, Thucydides, and Xenophon. Sometimes we read parts of the Greek plays, and extracts from Plato's account of the trial and death of Socrates. In English history, we use some of Caesar's writings, as these students can read Latin. We study Magna Charta and the Bill of Rights." Another writes: "Considerable source material is used in United States history. 'American History Leaflets,' American orations, McDonald's 'Select Charters,' 'Messages and Papers of the Presidents,' and others are used continually. This work is assigned for special report and note-book. Students like this sort of work. It results in a better appreciation of the subject." A fortunate teacher in the Charlestown (Mass.) high school reports that her "Ancient history pupils have a rare opportunity for studying, at the Boston Art Museum, from the original relics from Egypt, Greece, and Italy. The Docent of the Museum has been most successful in interesting them in the mummies, idols, marbles, coins, jewels, etc., of the ancients." Still another does a great deal with pictures, especially in Greek art and on the Renaissance.

6. Correlation with Other Subjects. Question: "Do you attempt to correlate the history teaching with the work in literature and language (classical and modern)? By what methods?"

Only 19 out of the 143 teachers make systematic attempt at correlation, *i.e.*, by definite cooperation with teachers in other departments; but 89 says they attempt

it incidentally, by using the material of other subjects, chiefly literature. Of these latter, 2 each are also teachers of Latin and English respectively, and closely correlate these subjects with the work in history. Twenty-five teachers report no attempt whatever at correlation; one is just beginning; the remainder fail to reply.

Of the systematic and cooperative attempts, the more common are: (a) by correlation of courses *e.g.* English history preceding the history of English literature, Roman history preceding or paralleling Caesar's 'Gallic War'; (b) historical subjects for English compositions (both teachers marking papers); (c) historical fiction read or studied in English classes. Instances are numerous: "Study of the 'Iliad' follows early Greek history; 'Julius Caesar' (Shakespeare) follows Roman history; Chaucer's 'Prologue' follows early English history; and 'Paradise Lost' the Civil War. Burke's 'Conciliation' follows the study of the American Revolution." "This year written papers in history are being accepted and marked in the English department. At the end of the year, students writing for the prize in English use as their subjects a historical one." "We are now working on the problem," writes a teacher in the Grand Rapids (Mich.) high school. "History and English teachers confer in regard to subjects for essays and reports, so that the same papers may be used in the two classes. Also, as regards reading, when historical fiction can be so arranged as to count in both courses, it is done. We find this very helpful in many ways." An Illinois principal writes: "Yes. In the first place, by means of a curriculum; secondly, by having the instructor in history keep in close touch with the work in literature and language in those departments." The head of the history depart-

ment in the Shortridge High School, Indianapolis, finds difficulty in securing correlation in the Ancient and Mediaeval and Modern history, but says "a good deal of history is acquired in the English work, and literature receives attention in the English history course." American history and literature also admit of coordination, he thinks. A New England teacher reports that in her school, "pupils who are studying Mediaeval and Modern history have given talks on Venice to the English classes who were studying 'Merchant of Venice.' " Talks from English history will be given soon, she adds.

In the Shortridge High School, Indianapolis, there is a notable example of correlating English composition and local history (including that of the State and the Northwest Territory), a teacher of English having shown clever work in directing pupils in developing an Indiana pageant. Teacher and pupils have worked out and presented in dramatic form three episodes in the early history of Indiana,—the passing of the Ordinance of 1787, the admission of the State to the Union in 1816, and the founding of the Robert Owen settlement at New Harmony. Other episodes are to follow.

The majority of teachers who reply to the second query correlate the history with other subjects without conscious cooperation with other departments. In a few cases, mostly in the smaller high schools, teachers of history also teach English or Latin classes. Close correlation of these subjects is feasible in such cases. Thus: "The Roman history teacher also has the Caesar class and she teaches Caesar *as history*. It gives them a bit of the intensive study so desirable. Such things as these we look for (in Caesar): Powers of a Roman governor; policy of Rome toward subject peoples; question of im-

perialism." Another instance: "Teaching both history and English, I can do this (correlation) very well. I have arranged my English literature to correlate with my (English) history. I always try to bring out the historical setting of a literary selection." Often teachers attempt no more than the reading of great poems, in their historical setting, for illustration and point of view. Thus, possible associations are: Selections like 'Evangeline' in studying the French wars in America, Gray's 'Elegy' in dealing with the capture of Quebec, Browning's 'Pheidippides' in connection with the battle of Marathon, Macaulay's 'Lays of Ancient Rome' in considering early Roman legends. Again, the teacher may select for reading in class a piece of vivid narrative like the pentathlon in 'The Victor of Salamis,' the tournament scene in 'Ivanhoe,' or the chapter on the Freeport heresy in Churchill's 'The Crisis.' One teacher tries "a little in the way of comparing Shakespeare's plays with historical accounts" of the rulers and events. Another has her Roman history students work up special reports (colonies, etc.) for the express purpose of strengthening their Latin work. Burke's 'Conciliation,' Webster's 'Reply to Hayne,' Lincoln's 'Gettysburg Address,' the 'Lincoln and Douglas Debates,' are instances of historical documents of great value for intensive study by English classes, preferably after the historical period has been covered in the history classes.

In general, the replies indicate a growing sense of the need of closer and more conscious correlation among these subjects of study. That such coordination of branches would result in a wise economy of time and effort, a greater efficiency of result, and a more highly unified training of youth, is unquestionable. Some, however,

prefer spontaneous correlation, such as arises on occasion, with an instantaneous flash of illumination, without premeditation or planning. Thus, one teacher writes: "Classes in English history that have studied 'Ivanhoe' (in the English classes) find, or remember, illustrations of many topics in the Saxon or Norman periods. 'The Deserted Village' helps explain the rotten boroughs. Squire Cass in 'Silas Marner' shows the attitude of the gentry toward cheap grain. Usually, I prefer to have them recall these as illustrations of the point under discussion without previous notification."

7. Chronological Outlines and Charts. Question: "What special devices, if any, do you use to aid in locating and correlating events *in time*? Do you require the preparation of chronological outlines or charts? If so, of what character?"

A great variety of means of fixing events in their time relations appear in the replies. Chronological outlines, selection of central or "focal" dates, synchronistic charts, mastering lines of rulers, mere attention to sequence, use of "time-units," are methods in common use.

Most teachers use different devices, or a characteristic device, for each field. "I have found that pupils of high school age are at the right stage for the development of the time sense," writes an Eastern teacher. "I do this by periods in Ancient history, by centuries in Mediaeval history, and by epoch-making events in United States history. Then I have little difficulty in getting the few necessary specific dates." Selection and mastery of a few central or "landmark" dates in each field, subordinating and coordinating all others to these, is the favored plan in dealing with dates. "In Ancient history we have a few dates that have become impressed upon the pupils' minds,

certain battles, etc., and they count time backward and forward from these dates." Of course, dates which are to be learned should mark a crisis or turning point in a development or movement. One teacher suggests the following list for early Roman history: "753, 509, 494, 451, 396, 390, 367." Grouping, or "date clusters," in dealing with a special historical movement, like the struggle for plebeian rights, is recommended as a method for attacking minor dates. Noting time intervals, *e.g.* 1588-1688; 1215-1265 (50 years); 1265-1295 (30 years); (1689-1697) —(1789-1797), is another.

Some teachers find it helpful to have pupils learn the order of sovereigns, or of presidential succession, with dates. "In English history," writes one, "we do learn the kings and their dates, and tell the student why; and we do learn the presidents,—the name of the man, and his party, does explain much else, often."

Another device is the correlation of events by associating the new with the already known, *e.g.* with events in American history, in the study of Modern European or English history, or vice versa. "In Modern European history the class correlates events in time with United States history, in which they are more interested and which they know quite a little about," writes one. Another teacher, in assigning a lesson in American history, tells her class: "Tomorrow we will first consider what has taken place in Europe since we began the period we are studying."

Correlation by associating events with their causes and results, with attention to sequence in time, is preferred by some teachers. "We require our pupils to make a general outline of the periods studied, but little attention is paid to mere dates. We try to bring out the rela-

tions of causes of events, rather than mere facts (of dates).” Another emphasizes the causes leading up to the event, making a careful study of the conditions governing such causes, also bringing out how one event leads to another. “We try to link lesson into lesson in a sequence unbroken from September until June. After studying Greece, we try to keep our Roman history correlated with the Greek, by frequent references to correspondence in time and by tracing similarity of development in institutions and in reforms. We work with contrasts also, and in every way try to make one history support the other. We ask for few dates, but for constantly correct sequence in time.”

A few teachers prefer to employ merely such associations as arise, sometimes by mere chance. “I use no special devices to aid the memory in recalling dates,” says one. “Sometimes I can use the principle of association to advantage. For example, in 1676 the followers of Bacon protested against the tyrannical government of Berkeley, and one hundred years later the descendants of these men had part in the Declaration of Independence.” Another notes that the Pacification of Ghent was in 1576, just two centuries before our Declaration of Independence.

The making of chronological outlines, following the study of a movement or period, is frequently employed. Sometimes the outline is kept on the blackboard, and developed by the class as the points are reached. A valuable device in European history is the synchronistic outline, or “block chart.” Parallel vertical columns are ruled, and each headed with the name of a leading nation. Horizontal lines mark centuries or half-centuries. Events are then entered under the respective countries in the

proper time block. Thus, one teacher writes: "The pupils prepare charts with columns for nations across the page and divisions of time down the page. I use similar charts to show internal and external development of a country, *e.g.* Rome."

A teacher formerly of Grand Rapids, Mich., but now superintendent at Boscobel, Wis., contributes the table on the following page, as an example of the use of the parallel column for "correlating American and English history."

Another teacher, from Michigan, suggests a device for combining in the same drawing a chronological chart and a series of "graphs" of institutions. "I have used with some success," he writes, "a chart showing the relative importance of institutions." The sketch which he submits shows a horizontal base line, crossed at equal intervals by vertical lines. Distances between the vertical lines indicate decades or centuries. In the space below the base line, events with their dates are inserted, in the proper decades or centuries; while above the base line, curves may be plotted to show the growth of certain institutions, as affected by the events recorded below the line.

8. Preparation of Maps. Question: "How do you manage the preparation of maps? Do you use prepared outlines, or do the pupils draw (or trace) the outlines? What kind of data is entered (other than that furnished by the printed maps)?"

Of the 143 teachers reporting, 71 use printed outlines, 29 have pupils make their own outlines, 35 use both kinds, 4 use hektograph or blackboard outlines of their own making, only 2 use none at all.

Maps are used (*a*) to secure accuracy and definiteness of knowledge, (*b*) as a basis for review or for the pre-

USE OF THE PARALLEL COLUMN

English History

American History

ELIZABETH (d. 1603)

Destruction of Armada American colonization by the English now possible.

Punishment of extreme Protestants Puritans go to Holland.

JAMES I (d. 1625)

Hampton Court Conference.... Puritans turn to America.
Virginia Charter.
Popham Colony and Jamestown.

CHARLES I (d. 1649)

Violates Petition of Right.

Strafford and Laud oppress people politically and religiously.

Ship Money extortion.

Inclosure movement.

Star Chamber Sessions.

These economic, political and religious disturbances cause

Great Emigration 1629-1640

Founding of Massachusetts Bay Colony.

Attacks on Massachusetts partly because of conditions in England.

Grant to Calverts.

The "Infant liberties" to grow.

Restlessness of thought, transplanted to America, causes founding of Rhode Island, Connecticut, and New Haven.

GREAT REBELLION—

Commonwealth (1649-53)

Protectorate (1653-59)

(Period of Puritan Supremacy) England cannot protect the colonies nor punish their misdeeds until well on toward end of this period....

United Colonies of New England formed.

Virginia invites royalists over.

Massachusetts takes advantage of troubles of mother country.

Massachusetts Code of Laws.

Actual movement back to England.

Conflict between religions in Maryland.

Rebellions, Virginia subdued, 1652.

RESTORATION

CHARLES II (d. 1685)

Increased colonization (royal):

Settlement of New Jersey.

Pennsylvania founded.

Carolinas founded.

New Hampshire becomes royal province, 1679.

Commission of 1664 (end of New Amsterdam).

Revocation of Massachusetts Charter, 1684. Part of Charles' general policy (Andros comes).

Virginia, loyal to king, treated like step-child.

liminary study of a people's history, and (c) as tests of exactness of information. Study maps, hastily sketched by pupils to aid in fixing the facts of a lesson, are reported in one case. Maps from memory, without notice, are required in a number of instances.

One experienced teacher writes: "Our tendency is to make more and more use of *sketch-maps*, sometimes quite crude, each sketch to show a particular idea or set of relations. This necessitates a *study* of maps in connection with the ideas involved. Much such sketch work is done from memory, without seeking great accuracy of outlines, but definiteness and clearness of relations. Such work is often placed upon the blackboard." The following are indicated as subjects for such sketch maps: "(a) Series of sketches illustrating geographical knowledge of the Middle Ages (Ptolemy, Mela, Cosmas, Toscanelli, etc.); (b) maps showing trade routes; (c) sketch showing Portuguese explorations around Africa—the point reached by each navigator indicated by name of navigator and date; (d) important voyages shown on outline Mercator's maps; (e) sketch of St. Lawrence—Great Lake—Hudson valley region, showing location of Indian tribes influencing the settlement of French and English (made in connection with a report on the subject, sketch being drawn on blackboard, and reproduced in note-books). This region is a geographical unit, with which the pupils become very familiar as time goes on." He adds in conclusion, "We try to make every map represent a definite idea, and so far as possible a single idea."

Requiring the preparation of a few epoch-making maps, rather than a multiplicity of lesser ones, is the practice generally followed. These are required to be made with accuracy, and only such data entered as will con-

tribute directly to the subject of the map. On the latter point, one teacher says: "A map of England in 878 might show the Danelaw and the English possessions, together with the outlines of the various states founded by the Angles, Saxons, and Jutes." "Five to eight such maps we deem sufficient in each course," writes one teacher. "Four maps per term, on an average," is the requirement of another.

Usually teachers have the pupils enter such physical and historical (or political) data as the subject of the map requires,—no other. Sometimes the necessary data are furnished by the text maps, and these are merely copied. But other teachers write: "I prefer to develop a map gradually, and to bring out important matters not shown by printed maps." "They are prepared from data given in the text, but not from maps, in order that the pupil may prepare his own map illustrating the topic." An Indiana teacher has the terms of a treaty or charter entered upon a map from a reprint, if possible, of the original.

Close study of maps in text and atlas, in addition to the preparation of maps, is recommended. Says one: "My experience is that children will copy a map accurately, or put on it what I tell them to, but that the facts I wish them to master will not always penetrate into their consciousness. Now, I require a conscious study of maps, with a drill from memory in class." A helpful device for certain kinds of class work in history is the use of blackboard outline maps. "An outline map on the blackboard, made with properly prepared kalsomine, makes a splendid scheme for class exercises; and the parts filled by the pupils may be erased without injuring the outline." The same end may be attained by using the large (paper) wall outlines published, *e.g.*, by the McKinley Publishing Com-

pany, Philadelphia. "Chalk maps," suggesting relief forms, if needed, can be made to serve even better than wall maps to bring out clearly the point of the day's lesson.

9. **Use of Historical Fiction.** Question: "What use, if any, do you make of historical fiction?"

Out of the 143 teachers, 99 make some use of historical fiction, 34 make little or no use, the remainder failing to reply. Of the 99 teachers who use this kind of collateral material, 78 merely "recommend books" and "encourage pupils to read them"; 6 read selections in class for illustrative purposes; 7 have books reviewed or reported upon in class; 2 give additional credit for such reading; and 6 require it as part of the collateral reading.

That good historical fiction creates historical atmosphere, that it gives insight into social customs and manners of an age, that it stimulates the historic imagination, and creates interest in the study of history, are reasons offered for its use in teaching. "Chiefly to get a view of the social life of the times," is a typical answer to the question of purpose.

The methods of dealing with this kind of material in class work are interesting. Some require reviews or reports, followed by class discussion. Others read in class, or require the reading, of a historical setting or scene from a standard piece of fiction. "Many of the students read them, and the discussion of an author's treatment of a scene, character, or event is frequently brought up in class," is one teacher's way of stating it. "We bring into class settings as given by good writers, such as Thackeray's description of the battle of Waterloo," is the suggestion of another. "This year's class in Mediaeval history read and enjoyed, and I believe profited by, Schef-

fel's 'Ekkehard'. We read in class certain chapters of it, and used it as a basis for discussion and review." One teacher, appreciating the limitations of this kind of material, attempts to build up a critical judgment in her pupils. "We give a little talk on historical fiction, trying to show its strong points and limitations, and illustrate. We ask the pupil to criticise what he reads. They enjoy it, and we believe it pays."

The acceptable works in this field receive some attention in the replies. Certain chapters or the whole of 'Ivanhoe', 'Tale of Two Cities', 'Westward Ho!', 'Last Days of Pompeii', receive mention. "We use historical fiction just a little by reading some good chapters to illustrate certain institutions. Thus, Ben Hur's chariot race well illustrates the Romanized Grecian games; the amphitheater chapter in 'Last Days of Pompeii' for the Roman amphitheater in the days of Titus; and the tournament scene from 'Ivanhoe'."

A teacher in a small city high school finds good application can be made of pupils' vacation reading. "Throughout the summer, a list of books, relating to the coming year's work in history (fiction, poems, etc.) is kept at the public library, and high school students are advised to read these. A graded list for each high school year is also conspicuously displayed. This plan, used last summer, has given good results for the winter's work."

10. Teaching Ethics in History Work. Question: "Do you make conscious effort to teach ethics in history work?"

Upon no other question submitted, were teachers quite so divided as upon this. Of the whole number reporting, 88 make some conscious effort to teach ethics in history work; 44 avoid it altogether; 3 teach ethics in Civics, but

not in history; a few fail to reply. The replies are usually quite emphatic in their position. One teacher makes ethical training the chief purpose in all historical study. Another regards it as one of the three most important results to be gained, but fails to state the other two. "The study of history can be made to promote a spirit of tolerance and charity," says one. Another desires that his pupils see both the ideal and the practical. "I think a teacher should be idealistic, especially with younger pupils," he declares. Says still another: "Unavoidably, appreciation of Pilgrim, Quaker, and Catholic; of the Revolution; of the slavery question; of the lives of leading Americans,—is incomplete without conscious development of the ethical side." "No," rejoins another, "we let the work do its own preaching. It will do it, if it is worth doing. We do not put things into our history, though we seek to get out what is there. So often people who use history for the conscious teaching of ethics are tempted to pervert it or misinterpret it to make their point. *There is such a thing as historical conscience.*" "I never let an opportunity for ethical instruction pass, if I can help it," says another, "because if any persons need a taste of ethics, it certainly is boys and girls of high school age."

"Conscious to the teacher but not to the pupil," is the burden of many replies. "Preaching" or "pointing the moral" is the thing chiefly feared. Many think good ethics is unconsciously instilled through good teaching of history. "History, in my judgment, should be taught as it actually is, and the pupil should be free to draw his own practical conclusions. *Ethical training will result from good history teaching.*" "I think the duty of a history teacher is to teach the fact or event as it was, and let the student

draw his conclusions or moral lesson for himself. I think the moral side takes care of itself pretty well, if the teaching is well done."

As to methods of dealing with the ethical content of history, the replies suggest the weighing of motives, discussing situations, consideration of ethical standards of an age differing from our own. Discussion of concrete problems, as they arise in the work, is frequently commended. "Whenever ethical problems arise, the ethics of the situation is discussed, as *e.g.*, Hamilton's [supposed] highmindedness in supporting Jefferson for president, when the contest with Burr was carried into the House of Representatives." Another tries to show in Grenville's policy (1765) that "legality involved expediency, and if England had heeded that word, history might have been different." "I sometimes ask them what they think of two men; what they think of England's work in the Balkans; what they think of Machiavellianism,—mainly because children like to express their views," says another.

11. **Special Devices in Civics Teaching.** Question: "What special devices do you use to secure concreteness in the teaching of civics?"

Special methods in the teaching of civics are numerous. In the main, the replies suggest five groups: (a) Use of mock political machinery,—the class holding elections, moot courts, also conventions; (b) direct observation of the actual working of local government,—the class visiting city and county offices, council meetings, sessions of court, etc.; (c) organization of parliamentary bodies,—the class forming a senate, town-meeting, city council, or legislature; (d) investigation of current problems of local, state, or national importance,—chiefly through newspaper

clippings and magazine articles; (e) talks before the class by local men versed in civic affairs.

The experience of a live teacher in the Charlestown (Mass.) high school is typical. "We visit a town-meeting, a session of the Board of Aldermen, the Common Council, and both houses of the State Legislature. Our class has registered as voters, and our voting lists are in preparation. We shall have a town-meeting next, and decide which kind of government we prefer for Boston. We shall also assist in getting names for a petition for a playground in our ward. The bill for an appropriation of \$100,000 for this playground is in our legislature now. There is to be a hearing soon, and we shall go." A teacher in a small city high school in Indiana has her classes attend court and council meetings, and tries to make each pupil "feel that Civics is not a matter of the text-book, but of the world and people about him,—that he himself is playing a part, and that a greater one awaits him." Through observation of his own community, "the student is enabled to extend his knowledge of the same to larger fields." "We keep in touch with 'Civics in the making' through current literature," she adds.

12. Helpful Suggestions Added. Question: "Please append any suggestions which you think may be helpful."

Some of the most valuable and suggestive hints appear under this head. Sometimes these are ingenious devices not brought out by the foregoing questions. Thus, one employs a "bulletin board" and a reading table for current history. In connection with this, an organized body of six or eight students, known as "The Associated Press," canvasses the literature once a week, and posts a classified list of the best articles appearing upon historical

or political topics, together with names and dates of magazines containing same.* Another finds the stereopticon, with an assortment of slides, a most valuable adjunct to the history teacher's equipment. Still another has created enthusiasm in history by means of a "History Club," composed of students with a year's credit in history, and meeting outside school hours for a special history program.

One interesting suggestion embodied a device for quick written tests. "From time to time," says this teacher, "I give what I call 'one-word tests,' consisting of ten or twenty questions which call for a date or a name by way of answer. The papers are exchanged and graded by the pupils, the teacher reading off the answers. The whole process takes not more than fifteen minutes, and I find it an excellent device for drill in definiteness and accuracy in regard to certain essential facts."

At other times, the suggestions appear as statements of methods of attacking the general problem of history teaching. "Emphasize the story side of high school history work," says one. "Can anything take the place of thorough preparation on the part of the teacher, and a willingness to dig on the part of the pupil?" asks another. "Connect the events of the present with those of the past, and trace differences and similarities between the present and the past," is the recommendation of a third. "If some method could be found of accurately dramatizing the most important events, and the students could act or

* In Pratt Institute (Brooklyn, N. Y.) a somewhat similar device was employed some years ago. There "some boys and girls, assigned as editors," issued the Institute *Daily News* "with illustrated blackboard supplements". "They arrive at school early enough to read the papers, and write on the blackboard (in the assembly hall) epitomes of the larger news of the day. Barnes' *Studies in Historical Method*, pp. 13-14.

read their parts, it would materially increase their knowledge and appreciation of the past," is a suggestion full of possibilities. Another advises thorough mastery of the facts in logical relations, these to be interpreted and application made to present conditions.

Again, teachers bring out points of obvious difficulty. One wishes some one would write a text in American history, down to 1763, as an outgrowth of European history, with the story woven together in such a manner that pupils can grasp the entire movement as one thing. Another finds the problem of pronunciation of proper names in history a difficult one, and favors the use of those texts only which have a good pronouncing vocabulary; he thinks it important that pupils acquire the habit of correct pronunciation on first meeting with a new name. "Fewer pupils and more time," is the terse statement of a common need. "Next, better equipment." Maps, pictures, and books should be furnished. "We need books in duplicate. To turn a whole class into a library where there are only two or three copies of a book is to play at doing things." Another finds it difficult to secure any appreciable "judgment work"; pupils are loath to leave the text-book prop, when it comes to solving historical problems.

III. CONCLUSIONS AND SUGGESTIONS

It should be evident from the foregoing replies that there is no one hard and fast method of teaching history, universally applicable. Given a teacher who knows his subject and understands the teaching process, the special problems of teaching history require only patience, perseverance, and experimentation to effect some sort of satisfactory solution. But to the reaching this end, the varied experiences and manifold devices reported by the teachers who have coöperated in this inquiry should prove of material assistance.

1. In the first place, it should be emphasized that the indispensable prerequisite for success in history teaching is to **know history**. There is no subject in the school curriculum which more urgently demands special preparation on the part of the teacher than this. The teacher of history must know his subject in general and in particular—must know the particular facts, not merely of the field actually being taught, but of other fields, for purpose of constant comparison and contrast; and must at the same time understand something of the wider reaches and deeper meanings of history. If he knows only what is in his text-book, he is foredoomed to failure. The practice, sometimes followed by school officials, of providing specially trained teachers for the languages, mathematics, science, and English, and giving the history classes to such teachers as merely have time for them, irrespective of their special training and qualifications for this work, is responsible for much of the bad history teaching met with in our schools.

2. As for the **course of study**, at least three years' work should be offered (this is now required by law, in

Indiana, in all "commissioned" high schools); and where possible, it is desirable that the full four-year course recommended by the Committee of Seven be followed. Where three years only can be given, it is best that this should consist of Ancient history, Mediaeval and Modern history, and American history and Civics. Two years of history (preferably three) should be required for graduation, in all except Science and Commercial courses.

3. Some **collateral reading** should be required by the teacher in every course, in order to enrich the narrative, to show that all the history is not comprised in the text-book, to cultivate habits of comparison and judgment, and to help inculcate the habit of serious reading. To accomplish the latter end, the outside reading should not be so much in amount as to prove burdensome, and should be adapted to the interests of the pupil. To facilitate the reading a goodly number of history books should be in the school library. The most valuable short books, in which all the class are expected to read, should be bought in quantities of from five to ten. By extracting historical articles from old magazines, and binding them in cheap manila covers (with title and author's name pasted neatly on the outer cover) teachers may easily prepare valuable pamphlets for students' reading and reports. Pupils will gladly bring in copies of such articles. Besides their text, they frequently contain reproductions of drawings and photographs of great interest and value.

4. **Note-books** should be kept, if for nothing else than to cultivate habits of accuracy, neatness, and order. This, however, should not be overdone; it is easy to waste valuable time in comparatively useless copying of long extracts, elaborate writing up of notes, etc. A distinction may well be made between the daily "rough note-book",

and the permanent note-book for finished exercises. The temptation for pupils to copy their neighbor's notes may partially be overcome by requiring note-book work to be handed in the day following the exercise, on loose sheets; these may then be merely checked up, and returned for filing in the permanent note-books. Some effort should be devoted to making the note-book a "coherent whole" by preparing lists of contents or indexes; but considerable latitude should be left in this connection for individual expression and planning.

5. **Written reports** on selected or assigned topics should be required in each field of history. In the first year's work, perhaps one a year is enough; in the second, two; in the third, three. The reports should contain footnotes giving references for important statements; and a bibliography of books used, in proper form, should be appended. The subjects should be suited to the pupils' interests and abilities, and each pupil should be allowed to choose his topic from an assigned list. Where possible, it is desirable that the topic should include a definite problem requiring personal judgment on the part of the pupil. Occasionally the reports may be read aloud in class, by their authors; at other times, the writers should be required to give orally brief summaries of the results, in order to save class time, and to insure that the pupil shall really know what he has put into his report.

6. Some **use of the sources** should be made, but in the main only for illustrative purposes, and to enliven the narrative and give the atmosphere of the time. Occasionally, on some limited subject, it may be found possible to make a more intensive study of certain chronicles, letters, journals, orations, etc. It must be recognized, however, that the criticism and interpretation of the sources is a very

difficult matter, calling for a special training in historical method which few high school teachers, and no pupils, can possess.

7. An obvious need exists of **correlating history with other studies**, particularly literature and language. This should be carried beyond merely accidental and occasional correlation, such as a good teacher will use illustratively in any subject. It should involve systematic coördination of courses of study, and coöperation in written work and required reading. Practical difficulties are recognized: courses of study are planned independently and upon widely different bases; teachers lack preparation in other than their own fields; and a large number of electives in either field renders useless any attempt at systematic correlation. Yet common ground does exist, and history teaching cannot be adequate until proper utilization of all material is accomplished.

8. Constant and systematic **correlation of events as regards time** must be insisted upon. Relatively few central or "crisis" dates are important enough, in themselves, to be committed to memory; lesser dates may be grouped and subordinated about these. Helpful devices, such as outlines, charts, "time maps", graphs, etc., can be used to aid in fixing the chronology, especially if these be made by the pupils, or on the blackboard before the eyes of the class. But the emphasis should be placed on *thinking the relationship of events*, rather than upon the chart or outline itself.

9. Some **preparation of maps** by the pupils is a necessity, if geographical locations and relations are to be learned. Perhaps four to eight maps a year, in the history work, is a fair assignment. Colored pencils, map crayons, or watercolors may be used for coloring the different

areas. Too much detail (other than that which the subject requires) should not be crowded into the maps. Pupils should also be tested as to their knowledge of the maps which they have studied, one method being to hand the pupils prepared outlines and require the location on these of important places from memory. Maps should always be accompanied by the necessary explanations, such as the subject of the map, date or period, legend or key, and full statement of the sources from which the map is prepared. It is important that the names of the places be printed *on the face of the map*, in their proper locations, instead of being given in a numbered list elsewhere.

10. **Historical fiction** has a legitimate place in history teaching, but it is to be used with discrimination and judgment. Only a few such books exist in any historical field which are worthy of study. The value of such reading consists in giving the "historical atmosphere," *i.e.*, the customs and character of a particular age. Its limitations are noteworthy—characters of great leaders and events are usually distorted in one way or another, for purposes of heightening the narrative, and phases of life clearly unfit for immature minds are often depicted. Lists of historical fiction may be found in the 'Essentials' series of high school histories, in other text-books, and in Jonathan Nield's 'Guide to the Best Historical Fiction.'

11. As to **ethics teaching in history work**, little needs be added to what is given in the body of this report. That historical study has vast ethical content, none will dispute. It will also be readily agreed that the teacher of history should not hesitate to measure character, weigh motives, and stimulate judgments concerning the ethics of a situation, whenever occasion arises. The teacher is first of all a teacher of certain human beings, who are

rapidly passing into manhood and womanhood, rather than a mere teacher of a certain subject in the curriculum. The chief limitation with respect to ethics teaching should be this, that the teacher shall not point a moral or draw a conclusion which the facts of history will not indisputably warrant.

12. **Methods in Civics teaching** were inquired into only incidentally in this investigation. It seems clear, however, that Civics, especially the study of local government, offers greater opportunities for first-hand study than does history, for the community is a great laboratory, wherein most of the principles learned in the classroom may be observed in actual operation. Civics is "history in the making", and hence deserving of study on that account. It is also a chief aid in the cultivation of good citizenship, which, no less than the cultivation of sound manhood and womanhood, is one of the fundamental aims of the high school course.

13. In conclusion, it is perhaps worth while to **warn the teacher not to imitate college and university methods.** High school pupils are not college students, and the teacher should be on his guard against using, without careful consideration, methods which he found fruitful in his own career as college student. To particularize: Don't lecture; don't overdo the constitutional aspects of history; don't attempt much in the way of reading formal constitutional documents. Emphasize the story side of history, and group it largely about biographical centers. Use every means to cultivate interest in history, and don't attempt too much. But what is done should be well done; and the teacher in the high school, equally with the college teacher, should refuse to accept slovenly and slipshod work, and vague and inaccurate answers.

APPENDIX.—TABULATION OF COURSES IN HISTORY AND CIVICS

A. INDIANA HIGH SCHOOLS*

| High School. | Years Offered in History and Civics. | Years Required in History and Civics. | SUBJECTS REQUIRED. | ELECTIVES. |
|-----------------------|--|---|--|--|
| 1. Alexandria. | 3 | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ med., $\frac{1}{2}$ mod., 1 U. S. | None. |
| 2. Anderson. | 3 | 2 $\frac{1}{2}$ | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ Eng., 1 U. S. | $\frac{1}{2}$ civ. |
| 3. Angola. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. | None. |
| 4. Argos. | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 1 anc., 1 med. + mod., $\frac{1}{2}$ civ. | None. |
| 5. Auburn. | 3 | 3 | 1 anc., 1 med. + mod., 1 civ. + U. S. | None. |
| 6. Bloomfield. | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ med., $\frac{1}{2}$ mod., $\frac{1}{2}$ U. S. + civ. | None. |
| 7. Bloomington. | 3 | 2 | 1 anc., 1 med. + mod. | 1 Am. + civics. |
| 8. Bluffton. | 3 | 2 | 1 Gr. + Ro., 1 med. + mod. or $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. | 1 med. + mod. or $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. |
| 9. Broad Ripple. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 10. Brookville. | 3 | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 med., 1 mod., 1 U. S. + civ. | None. |
| 11. Carlisle. | 3 | 3 | 1 Gr. + Ro., 1 med. + mod., 1 U. S. + civ. | None. |
| 12. Centerville. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 13. Columbus. | | | No report. | None. |
| 14. Connorsville (2). | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. | None. |
| 15. Corydon. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 16. Covington. | 3 $\frac{1}{2}$ | 3 | 1 anc., $\frac{1}{2}$ med., $\frac{1}{2}$ mod., 1 U. S. + civ. | $\frac{1}{2}$ Eng. |
| 17. Crawfordsville. | 3 $\frac{1}{2}$ | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | $\frac{1}{2}$ modern Eng. + Fr. |
| 18. Danville. | 3 | 3 | 1 anc., 1 med. + mod., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. | None. |
| 19. Decatur. | 3 | 3 | 1 anc. (4 hrs.), med. + mod., 1 U. S. + civ. | None. |
| 20. Delphi. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 21. East Chicago. | 3 | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 mod., 1 U. S. + civ. | None. |
| 22. Elkhart (2). | 4 | 3 | 1 anc., $\frac{1}{2}$ Eng., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. | $\frac{1}{2}$ med., $\frac{1}{2}$ mod. |
| 23. Elwood. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 24. Evansville. | 3 | 2 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 U. S. + civ. | $\frac{1}{2}$ med., $\frac{1}{2}$ mod. |

*Where more than one reply was received from a high school, the number received is indicated by the figures in parentheses following the name of the school.

A. INDIANA HIGH SCHOOLS—Continued.

| High School. | Years Offered in History and Civics. | Years Required in History and Civics. | Subjects Required. | Electives. |
|-----------------------------------|--|---|--|--|
| 25. Fort Wayne..... | 3 | 3 | 1 anc. (3 hrs.), 1 Eng. (3 hrs.), 1 Am. + civ. (4 hrs.) | None. |
| 26. Frankfort..... | 3 | 2 | 1 anc., 1 U. S..... | 1 med. + mod. |
| 27. Frankton..... | 3 | 3 | 1 anc., 1 med., 1 mod., 1 U. S. + civ. | None. |
| 28. Gas City..... | 3 | 3 | 1 anc., 1 med., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. | None. |
| 29. Greenfield..... | 3 | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 med. + mod., 1 U. S. + civ. | None. |
| 30. Greensburg..... | 3 | 3 | 1 anc., 1 med. + mod., $\frac{2}{3}$ U. S., $\frac{1}{3}$ civ. | None. |
| 31. Hammond..... | 3 $\frac{1}{2}$ | 3 | 1 anc. (4 hrs.), 1 med. + mod. (4 hrs.), $\frac{1}{2}$ U. S. (4 hrs.), $\frac{1}{2}$ civ. (4 hrs.) | $\frac{1}{2}$ mod. Eur. (3 hrs.) |
| 32. Hartford City..... | 4 | 3 | (1 anc.), (1 med. + mod.) or (1 gen.), 1 U. S. + civ. | (1 gen.) or (1 anc.) or (1 med. + 1 mod.) $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. |
| 33. Hobart..... | 3 | 2 | 1 anc., 1 med. + mod. | All not taken as required. |
| 34. Indianapolis (Shortridge) (3) | 4 | 1 $\frac{1}{2}$ | Any consecutive yr. + civ.: $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ Eur., 1 Eng., 1 Am. | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 med. + mod., 1 Eng., 1 Am., 1 civ. |
| 35. Indianapolis (M.T.H.S.) (2) | 4 | 0 | | None. 1 U. S. + civ. |
| 36. Jeffersonville..... | 3 | 3 | 1 Gr. + Ro., 1 med. + mod., 1 Am. + civ. | None. |
| 37. Knightstown..... | 3 | 2 | 1 anc., 1 med. + mod. | 1 U. S. + civ. |
| 38. Kokomo..... | 3 | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ med. + mod. | None. |
| 39. Lagrange..... | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 40. Lapel..... | 3 | 3 | 1 anc., 1 med. + mod., $\frac{1}{2}$ civ. + $\frac{1}{2}$ U. S. | None. |
| 41. Laporte..... | 4 | 2 | 1 anc., 1 Am. + civ. | 1 med. + mod., 1 Eng. |
| 42. Lawrenceburg..... | 3 | 2 | 1 anc., 1 med. + mod. | 1 Am. + civ. |
| 43. Lebanon..... | 3 | 2 | 1 anc., 1 Eng. | $\frac{1}{2}$ Am., $\frac{1}{2}$ civ. |
| 44. Lima..... | 3 | 3 | 1 anc., 1 med. + mod., 1 Am. + civ. | None. |
| 45. Logansport..... | 3 | 3 | 1 Gr. + Ro., 1 med. + mod. | 1 U. S. |
| 46. Madison..... | 3 | 2 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ Eur., $\frac{1}{2}$ Eng., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. or 1 Am. + civ. | None. |
| 47. Marion..... | 3 | 1 | 1 anc. or 1 Am. + civ. | 1 med. + mod., 1 anc. or 1 Am. + civ. |
| 48. Michigan City..... | 4 | 2 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. | 1 med. + mod., 1 Eng. |
| 49. Mitchell..... | 2 | 2 | 1 anc., 1 med. + mod. | None. |
| 50. Monticello..... | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 51. Montpelier..... | 3 | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 med., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ. | None. |

| | | | |
|-------------------------|-----------------|--|--|
| 52. Mooresville..... | 3 | 1 Gr. + Ro., 1 med. + mod., 1 U. S. + civ..... | None. |
| 53. Mt. Vernon..... | 3 | 1 Gr. + Ro., $\frac{1}{2}$ med. + mod., $\frac{1}{2}$ Eng., $\frac{1}{2}$ U. S., $\frac{1}{2}$ civ..... | Any one half year. |
| 54. Muncie..... | 3 | 1 anc., 1 Eng., 1 Am. + civ..... | None. |
| 55. New Albany (2)..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 56. North Vernon..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 57. Orleans..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 58. Owensville..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 59. Paoli..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 60. Rensselaer..... | 2 | 1 anc., 1 U. S..... | 1 med. + mod. |
| 61. Richmond..... | 2 $\frac{1}{2}$ | 1 Gr. + Ro., $\frac{1}{2}$ med., 1 Am..... | $\frac{1}{2}$ mod., $\frac{1}{2}$ Eng., $\frac{1}{2}$ civ. |
| 62. Rochester..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 63. Rushville..... | 2 | 1 anc., 1 med + mod..... | 1 Eng. or 1 Am. (these alternating by years). |
| 64. Shelbyville..... | 3 | 1 anc., 1 Eng., 1 U. S. + civ..... | None. |
| 65. Sheridan..... | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ..... | None. |
| 66. South Bend..... | 2 $\frac{1}{2}$ | 1 anc. or 1 med. + mod., 1 Am. $\frac{1}{2}$ civ..... | 1 anc. or 1 med. + mod., $\frac{1}{2}$ Eng. |
| 67. Terre Haute..... | 3 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 Eng..... | 1 U. S. |
| 68. Thornton..... | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ..... | None. |
| 69. Tipton..... | 4 | 1 anc., 1 med. + mod., $\frac{1}{2}$ Eng., $\frac{1}{2}$ civ., 1 Am. (4 hrs. each)..... | None. |
| 70. Valparaiso..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 71. Van Buren..... | 3 | 1 Gr. + Ro., 1 med. + mod., 1 Am. + civ..... | None. |
| 72. Walton..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 73. Washington..... | 3 $\frac{1}{2}$ | 1 anc., 1 med. + mod., $\frac{1}{2}$ civ..... | None. |
| 74. West Lafayette..... | 3 $\frac{1}{2}$ | 1 anc., 1 med. + mod..... | 1 Am. |
| 75. West Newton..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | $\frac{1}{2}$ Eng., 1 U. S. + civ. |
| 76. Westfield..... | 3 | 1 anc., 1 med. + mod., 1 Am. + civ..... | None. |
| 77. Winamac..... | 3 | 1 anc., 1 med. + mod., 1 U. S..... | None. |

B. WISCONSIN HIGH SCHOOLS

| High School. | Years Offered in History and Civics. | Years Required in History and Civics. | SUBJECTS REQUIRED. | ELECTIVES. |
|-----------------------------|--|---|---|---|
| 1. Appleton. | 3½ | 3 | 1 anc., 1 med. + mod., 1 Am. + civ. | ½ Eng. |
| 2. Ashland. | 3½ | 2 | 1 anc., 1 U. S. + civ. | 1 med. + mod., ½ Eng. |
| 3. Baraboo. | 3 | 3 | 1 anc., 1 Eng., 1 U. S. | None. |
| 4. Beaver Dam. | 3 | 3 | 1 anc., ½ med., ½ Eng., 1 Am. + civ. | None. |
| 5. Brodhead. | 3 | 3 | 1 anc., 1 med. + mod., 1 Am. + civ. | None. |
| 6. Chippewa Falls. | 3 | 3 | 1 anc., 1 med. + mod., 1 Am. + civ. | None. |
| 7. Columbus. | 4 | 3 | 1 anc., ½ med., ½ civ., 1 Am. | ½ Pol. Ec., ½ Eng. |
| 8. De Pere. | 3 | 3 | 1 anc., ½ med., ½ mod. Eng., 1 Am. + civ. | None. |
| 9. Grand Rapids. | 3½ | 3 | 1 anc., ½ med., ½ Eng., 1 Am. | ½ civ. |
| 10. Hudson. | 3½ | 3½ | ½ civ., 1 anc., ½ med., ½ Eng., ½ U. S. | None. |
| 11. Kenosha. | 3½ | 3 | 1 anc., 1 med. + mod., 1 Am. | ½ civ. |
| 12. LaCrosse. | 3 | 1 | 1 anc. | 1 med. + mod., 1 U. S. |
| 13. Madison. | 4 | 4 | 1 anc. (3 hrs.), ½ civ., 1 med. + mod., 1 Eng., 1 Am. | None. |
| 14. Manitowoc. | 3 | 3 | 1 anc., 1 med. + mod., 1 U. S. + civ. | None. |
| 15. Manitowoc, (West Side). | 3 | 3 | 1 anc., ½ med., ½ Eng., 1 U. S. | None. |
| 16. Marshfield. | 4 | 3 | 1 anc., ½ med., ½ Eng., 1 U. S. | ½ mod., ½ civ., ½ Pol. Ec. |
| 17. Marinette. | 3 | 2 | 1 anc., 1 U. S. + civ. | 1 med. + mod. |
| 18. Milwaukee, (West Div.) | 4 | 4 | 1 anc., 1 med. + mod., ½ Eng., ½ civ., 1 Am. | None. |
| 19. Oshkosh. | 4 | 4 | 1 anc., 1 med. + mod., ½ Eng., ½ civ., 1 Am. | None. |
| 20. Reedsburg. | 3 | 2½ | 1 anc., ½ med., 1 Am. | ½ civ. |
| 21. Superior (Dewey). | 4 | 1½ | 1 Am., ½ civ. | 1 anc., 1 med. + mod., ½ Pol. Ec. |
| 22. Washburn. | 4 | 3 | 1 anc., 1 med. + mod., 1 Am. | ½ Eng., ½ civ. |
| 23. Wausau. | 3½ | 3½ | ½ Gr., ½ Ro., ½ med., ½ mod., 1 U. S., ½ civ. | None. |
| 24. Waukesha. | 4 | 1 | 1 Am. + civ. | 1 anc., 1 med. + mod., 1 Eng. + Am., Col. |

C. HIGH SCHOOLS OUTSIDE INDIANA AND WISCONSIN

| High School.. | Years Offered in History and Civics. | Years Required in History and Civics. | SUBJECTS REQUIRED. | ELECTIVES. |
|---------------------------------|--|---|--|---|
| 1. San Francisco, Cal..... | 4 | 1 | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro. | $\frac{1}{2}$ med., $\frac{1}{2}$ mod., 1 Eng., 1 U. S. + civ. |
| 2. Trinidad, Col..... | $3\frac{1}{2}$ | $3\frac{1}{2}$ | 1 anc., 1 med. + mod., 1 U. S. + civ., $\frac{1}{2}$ Pol. Ec. | None. |
| 3. Berwyn, Ill..... | 3 | 0 | None..... | 1 anc., 1 Eng., 1 Am. |
| 4. Chicago, Ill. (Englewood)... | 4 | 1 | 1 Gr. + Ro., or 1 med. + mod., or 1 Eng., or 1 Am. + civ. | All except any one year. |
| 5. Chicago, Ill. (Waller)... | 4 | 1 | 1 Gr. + Ro., or 1 med. + mod., or 1 Eng., or 1 Am. + civ. | All except any one year. |
| 6. Dekalb, Ill..... | 3 | 2 | 1 anc., or 1 med. + mod., or 1 U. S. + civ. | Any one of preceding. |
| 7. Decatur, Ill..... | 4 | 0 | None..... | 1 Gr. + Ro., 1 med. + mod., 1 Eng., 1 |
| 8. Freeport, Ill..... | 4 | 2 | 1 anc., 1 Am..... | Am. + civ., or 1 gen. |
| 9. Joliet, Ill..... | 4 | 1 | 1 Am., or 1 Industrial + $\frac{1}{2}$ Am. gov. | 1 med. + mod., 1 Eng. + Illinois Hist. |
| 10. Moline, Ill..... | 3 | 2 | 1 anc. (4 hrs.), 1 Am. + civ. | 1 anc., 1 med. + mod., $\frac{1}{2}$ Bus. Law, $\frac{1}{2}$ Economics. |
| 11. Oak Park, Ill..... | 4 | 2 | 1 anc., 1 Am. + civ. | 1 med. + mod. |
| 12. Boone, Iowa..... | 3 | 1 | $\frac{1}{2}$ Am., $\frac{1}{2}$ civ. | 1 med. + mod., 1 Eng. |
| 13. Charlestown, Mass..... | | | No report. | 1 anc., 1 med. + mod. |
| 14. Battle Creek, Mich..... | 4 | 1 | 1 Am..... | 1 anc., 1 med. + mod., 1 Eng. |
| 15. Grand Rapids, Mich..... | 4 | 1 | 1 anc., or 1 med. + mod., or 1 Eng., or 1 Am. + civ. | All except any one year. |
| 16. Albert Lea, Minn..... | 4 | 1 | 1 Am. + civ. | 1 anc., 1 med. + mod., 1 Eng. |
| 17. Duluth, Minn..... | $3\frac{1}{2}$ | 2 | 1 anc., 1 Am + civ. | 1 med. + mod., $\frac{1}{2}$ Eng. |
| 18. Mankato, Minn..... | 3 | 3 | 1 anc. or 1 med. + mod., 1 Am. + civ. | 1 anc., or 1 med. + mod. |
| 19. Minneapolis, Minn..... | $3\frac{1}{2}$ | 2 | 1 anc., 1 med. + mod., $\frac{1}{2}$ Eng., $\frac{1}{2}$ Am. | $\frac{1}{2}$ civ. |
| 20. Owatonna, Minn..... | 3 | 2 | 1 anc., $\frac{1}{2}$ Am., $\frac{1}{2}$ civ. | 1 med. + mod. |
| 21. Fremont, Neb..... | $2\frac{1}{2}$ | $2\frac{1}{2}$ | $\frac{1}{2}$ Gr., $\frac{1}{2}$ Ro., 1 Am. + civ., $\frac{1}{2}$ Eng. | None. |
| 22. Brooklyn, N.Y. (Boys' H.S.) | 4 | 3 | 1 anc. (3 hrs.), 1 Eng. (2 hrs.), 1 Am. + civ. (4 hrs.) | 1 med. + mod. |

C. HIGH SCHOOLS OUTSIDE INDIANA AND WISCONSIN—Continued.

| High School | Years Offered in History and Civics. | Years Required in History and Civics | SUBJECTS REQUIRED. | ELECTIVES. |
|---|--|--|--|---|
| 23. New York, N. Y. (Dewitt Clinton) | 3 | 3 | 1 anc. (3 hrs.), 1 Eng. (2 hrs.), 1 Am. + civ. (4 hrs.) | None. |
| 24. New York, N. Y. (Commerce) | 3 | 3 | 1 anc. + med., 1 Eng. + Eur., 1 Am. + civ. | None. |
| 25. Canton, Ohio | 3 | 3 | 1 anc., 1 med. + mod., 1 Am. + civ. | None. |
| 26. Cincinnati, Ohio (Hughes) .. | 3 | 1 | 1 anc. | 1 med. + mod., 1 Am. + civ. |
| 27. Columbus, Ohio | 3 | 2 | 1 anc., 1 U. S. + civ. | $\frac{1}{2}$ med. + mod., $\frac{1}{2}$ Eng. |
| 28. Hamilton, Ohio | 3 | 2 | 1 anc., 1 Eng. | 1 Am. + civ. |
| 29. Mansfield, Ohio | 3 | 3 | 1 anc., 1 med. + mod., 1 Am. + Eng. | None. |
| 30. Youngstown, Ohio | 4 | 1 | 1 Gr. + Ro. | 1 med. + mod., 1 Eng., 1 Am. + civ. |
| 31. Philadelphia, Pa. (Central) | 4 | 4 | 1 Gr. + Ro. (3 hrs.), 1 Eng. (2 hrs.), 1 U. S. (2 hrs.) 1 hist. of commerce (3 hrs.) | None. (Civics taught in separate course) |
| 32. Pottstown, Pa. | 2 $\frac{1}{2}$ | 2 $\frac{1}{2}$ | 1 anc., 1 $\frac{1}{2}$ Am. + civ. | None. |
| 33. Deadwood, S. Dak. | 4 | 2 | 1 Gr. + Ro., 1 U. S. + civ. | 1 Eng., 1 med. |
| 34. Huron, S. Dak. | 3 $\frac{1}{2}$ | 1 | One full year's work in either of following .. | 1 anc., 1 med., $\frac{1}{2}$ Eng., $\frac{1}{2}$ Am., $\frac{1}{2}$ civ. |
| 35. Webster, S. Dak. | 3 | 1 | One full year's work in either of following .. | 1 anc., 1 Eng., 1 Am. + civ. |
| 36. Rutland, Vt. | 4 | 4 | 1 anc., 1 gen., 1 Eng., 1 U. S. + civ. | None. |



3 0112 105652892

INDIANA UNIVERSITY comprises the following schools:

The College of Liberal Arts.

The Graduate School.

The School of Law.

The School of Medicine.

The School of Education.

For circulars or other information concerning any of these, address

THE REGISTRAR, INDIANA UNIVERSITY,
Bloomington, Indiana.